

CBC Institutional Effectiveness 5-Column Model For Assessing Individual Courses

**Budget
Required**

Coastal Bend College will effectively and efficiently use resources to benefit our students.

	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results for Program Improvement (include budget implications)	Competencies: Critical Thinking, Communication, Empirical and Quantitative, Teamwork, Personal Responsibility, Social Responsibility
ACNT 1303 Students in BV, AL and KI will demonstrate knowledge of the Accounting Cycle.	Assessment for this SLO will be conducted by competing Mid-Term Exam questions 16 – 17, 27 – 28, 45 – 50 completing 9 steps of the accounting cycle. Target: 70% will pass with an efficiency of 70% or better	4/5 (80%) estimated students will pass with a 70% or better. BV = 2/2 Passed 1 dropped AL = 1/2 Passed 1 dropped KV = 1/1 Passed	Projected Target was met. No need of changes.	Empirical and Quantitative
ACNT 1311 Students in BV, AL, and PL will complete a cumulative computerized accounting project producing Financial Statements.	Assessment for this SLO will be conducted by completing Mid-Term Exam questions 1 – 10 indicating what are total assets, total capital, net income/net loss, gross profit, total expenses, beginning	14/17 (82%) estimated students will pass with a 70% or better. BV = 5/6 Passed AL = 7/8 Passed KV = 2/3 Passed One student was a no show	Projected Target was met. No need of changes.	Personal Responsibility

	& ending cash balances, year-to-date's cash balance, beginning & ending retained earnings. Target: 70% will pass with an efficiency of 70% or better.			
ACNT 1313 Students in BV, AI and KV will demonstrate skills by developing and maintaining accounting records and process common business applications for managerial decision-making by the use of the computer.	Assessment for this SLO will be conducted by completing a comprehensive assignment utilizing Microsoft Excel by Mid-Term. Target: 70% will pass with an efficiency of 70% or better.	7/7 (100%) estimated students will pass with a 70% or better. BV = 4/4 Passed AL = 2/2 Passed KV = 1/1 Passed	Projected Target was met no changes needed.	Critical Thinking
ACNT 1329 Student in AL will calculate employee wages, employer related taxes and prepare related tax forms.	Assessment for this SLO will be conducted by completing Mid-Term Exam questions 14, 18, 19 and 20. (Form 941).	1/1 (100%) estimated students will pass with a 70% or better. AL = 1/1 Passed	Projected Target was met no changes needed.	Communication
ACNT 2302 Students in BV, AI and KV will be working together in a hands on project	Assessment for this SLO will be conducted by a comprehensive	6/7 (86%) estimated students will pass with a 70% or better.	Projected Target was met no changes needed.	Team Work

with Income Tax Preparation.	<p>Income Tax Project by Mid-Term.</p> <p>Target: 80% will pass with an efficiency of 70% or better.</p>	<p>BV = 3/4 Passed AL = 2/2 Passed KV = 1/1 Passed</p>		
ACCT 2301 Students in BV, AL, PL, and KI will explain the usage and format of balance sheets, income statements, and statements of owner's equity.	<p>Assessment for this SLO will be conducted by Test 1 Exam Questions: 5,6,7,18,19,20 and Final Exam Questions: 15, 20, 23</p>	<p>12/16 (75%) estimated students will pass with a 70% or better.</p>	<p>Projected Target was met no changes needed.</p>	<p>Critical Thinking</p>
ACCT 2302 Students in BV, AL, PL, and KI will learn the different depreciation methods including but not limited to straight line depreciation, double declining depreciation	<p>Assessment for this SLO will be conducted by Test 1 Questions: 1,2,3,4 and Final Exam Questions: 4, 8, 20, 23.</p>	<p>3/4 (75%) estimated students will pass with a 70% or better.</p>	<p>Projected Target was met no changes needed.</p>	<p>Critical Thinking</p>

POFI 1341 Students in BV, AL, PL and KV Will demonstrate skills by advanced formatting, formulas, and data management	<p>Assessment for this SLO will be conducted by completing a Chapter 1 Project 4, Chapter 2 Project 1, Chapter 3 Project 2, Chapter 4 Project 3 by Mid-Term.</p> <p>Target: 80% will pass with an efficiency of 70% or better.</p>	<p>13/18 (72%) estimated students will pass with a 70% or better</p> <p>BV = 6/8 Passed AL = 3/6 Passed PL = 2/2 Passes KV = 2/2 Passed</p>	Projected Target was met no changes needed.	Personal Responsibility

CBC Institutional Effectiveness 5-Column Model For Assessing Individual Courses

Spring 2017

Academic

Period

Budget

Required

Course Rubric: POFI 1301 Computer Applications I, BMGT 1325 Office Management, BMGT 2382 Cooperative Education
POFT 1313 Professional Workforce Preparation, POFT 1319 Records & Information Management I, POFT 2331 Administrative Project
Solutions

Course Description: Administrative Assistant

Class taught by Modality: face-to-face, Distance Learning (online, distance learning video Lifesize)

Location: Alice Beeville Kingsville Pleasanton

Dual Enrollment: _____

Vision 2020 CBC Goals

Coastal Bend College will offer a quality educational experience for all students.

Coastal Bend College will provide comprehensive student services to increase overall student success. Coastal Bend

College will engage students and staff in support of our communities.

Coastal Bend College will effectively and efficiently use resources to benefit our students.

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results for Program Improvement (include budget implications)	Competencies: Critical Thinking, Communication, Empirical and Quantitative, Teamwork, Personal Responsibility, Social Responsibility
POFI 1301 The student will utilize empirical and quantitative skills by observing students during their lab time and assigning assignment on Word Chapter 2.	Target: 90% of the class will pass this SLO with a 70% or better. Assessment will be done by examination of Chapter 2 Assessment 2 during 1 st quarter.	11/12 (92%) students passed with an efficiency of 70% or better. Alice – 6 Passed Alice – 1 Failed Beeville – 4 Passed Kingsville – 2 Passed	Based on the data collected, target was met.	Empirical and Quantitative
BMGT 1325 The student will utilize team work skills by teaming up in groups of 3 to deliver a presentation.	Target: 90% of the class will pass this SLO with a 70% or better. Assessment will be done will be done at the end of Chapter 1 by conducting a PowerPoint presentation that consist of 10 slides. Assessment was conducted during 1 st quarter.	12/12 (100%) students passed with an efficiency of 70% or better. Alice—7 Passed Beeville—4 Passed Pleasanton—1	Based on the data collected, target was met.	Teamwork

<p>BMGT 2382 The student will utilize social responsibility skills by completing a Learning Objective form. Students will ensure what is morally right, legally required, and reliable and trustworthy at work</p>	<p>Target: 90% of the class will pass this SLO with a 70% or better.</p> <p>Assessment will be done by students completing a Learning Objective form that the student and employer sign during the 1st quarter.</p>	<p>4/5 (80%) students passed with an efficiency of 70% or better.</p> <p>Internet—4 Passed Internet—1 Failed</p>	<p>Based on the data collected, target was met.</p>	<p>Social responsibility</p>
<p>POFT 1313 The student will utilize communication skills through written, oral and visual communication.</p>	<p>Target: 90% of the class will pass this SLO with a 70% or better.</p> <p>Assessment will be done by students completing a Mock Interview During the 4th quarter.</p>	<p>19/19 (100%) students passed with a 70% or better.</p>	<p>Based on the data collected, target was met.</p>	<p>Communication</p>

<p>POFT 1319 The student will utilize personal responsibility by answering Test #1, question #3.</p>	<p>Target: 90% of the class will pass this SLO with a 70% or better.</p> <p>Assessment will be done at Test #1, question #3 Assessment was conducted during 1st quarter.</p>	<p>23/29 (79%) students passed with a 70% or better.</p> <p>Alice—10 Passed Alice—3 Failed</p> <p>Kingsville—3 Passed</p> <p>Pleasanton—1 Passed</p> <p>Beeville—9 Passed Beeville—3 Failed</p>	<p>Based on that data collected, target was met.</p>	<p>Personal Responsibility</p>
<p>POFT 2331 The student will utilize critical thinking skills by working on a Simulation packet throughout the course.</p>	<p>Target: 90% of the class will pass this SLO with a 70% or better.</p> <p>Assessment will be done on Part 2 Simulation Job 1 during the 1st quarter.</p>	<p>10/10 (100%) students passed with an efficiency of 70% or better.</p> <p>Alice – 5 Passed</p> <p>Beeville – 3 Passed</p> <p>Pleasanton – 2 Passed</p>	<p>Based on the data collected, target was met.</p>	<p>Critical Thinking</p>

**Spring
Semester
2017**

CBC Institutional Effectiveness 5-Column Model

Academic
Period

Budget
Required

Program: Business Technology

Courses: **BCIS 1305 Business Computer Applications**

Class taught by Modality: face-to-face, distance, internet, dual credit

Location: Beeville, Alice, Kingsville, Pleasanton, Internet

Dual Enrollment: Kingsville, Hebbronville, Karnes City, San Diego, Academy, Internet

Vision 2020 CBC Goals

Coastal Bend College will offer a quality educational experience for all students.

Coastal Bend College will provide comprehensive student services to increase overall student success.

Coastal Bend College will engage students and staff in support of our communities.

Coastal Bend College will effectively and efficiently use resources to benefit our students.

Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results for Program Improvement (include budget implications)	Competencies: Critical Thinking, Communication, Empirical and Quantitative, Teamwork, Personal Responsibility, Social Responsibility
<p>Business Computer Applications BCIS 1305 Students will utilize Critical Thinking Skills to complete a simulation that provides special formatting techniques in Microsoft Word. Assessment for this SLO will be conducted by a SNAP exam for Word 3 Performance Evaluation Word Section 3. Due by the third quarter (12th week) of the semester.</p>	<p>90% of the students will pass this SLO exam with a score of 70% or better.</p> <p>Assessment: Rubric: Instructor graded Assessment will be done during the examination given 6 weeks into the semester.</p>	<p><u>Face to Face Class</u> Beeville: <u>Section .011</u> 20/31 passed (65%) pass rate of target 3 failed 8 made no attempt <u>Section .013</u> 19/25 (76%) pass rate of target 8 failed 1 dropped. Alice: <u>Section .041</u> 8/13 (62%) pass rate of target 5 failed <u>Section .042</u> 18/20 (90%) pass rate of target 2 failed <u>Section .043</u> 16/20 (80%) pass rate of target 2 failed 2 dropped Kingsville: <u>Section .071</u> 19/22 (95%) pass rate of target 1 failed 2 dropped</p>	<p>Based on the data collected, target was met in face to face classes in Alice/Kingsville; in DL classes Beeville / Alice/Pleasanton; in Internet classes, target was met in 3 out of 5 classes. In Dual Credit classes target was met in 2 of 3 classes. Current evaluation of SLO indicates that the curriculum is adequately taught</p> <p>Target not met – Students failed to apply critical analysis to the work of their peer group, in face to face classes in Alice/Beeville; in DL classes Beeville / Alice/Pleasanton/Kingsville; in Internet</p>	<p>Critical Thinking, Analysis and Synthesis</p>

		<p><u>Section .073</u> 11/16 (95%) pass rate of target 5 failed</p> <p><u>Distance Learning</u> <u>Beeville:</u> <u>Section .012</u> 12/20 passed (60%) pass rate of target 8 failed</p> <p><u>Section .017</u> 15/20 (75%) pass rate of target 3 failed 2 dropped</p> <p><u>Section .018</u> 17/18 (94%) pass rate of target 1 failed 4 dropped</p> <p><u>Section .019</u> 13/15 (94%) pass rate of target 2 failed</p> <p><u>Alice:</u> <u>Section .047</u> 4/5 (80%) pass rate of target 1 failed 1 dropped</p> <p><u>Section .048</u> 16/17 (94%) pass rate of target 1 failed 3 dropped</p> <p><u>Section .049</u> 8/9 (90%) pass rate of target 1 failed</p>	<p>classes, target was not met in 2 out of 3 classes. In Dual Credit classes target was not met in 1 of 4 classes. in Karnes City ECHS. Practice assessment first and give more detailed instructions. Encourage student participation in preparing for and performing this assessment. Seek to improve pass rate.</p>	
--	--	--	--	--

		<p>Pleasanton: <u>Section .062</u> 4/4 passed (100%) pass rate of target <u>Section .068</u> 8/14 (73%) pass rate of target 3 failed 3 dropped <u>Section .069</u> 5/7 (75%) pass rate of target 2 failed Kingsville: <u>Section .078</u> 12/18 (86%) pass rate of target 2 failed 4 dropped</p> <p>Internet: <u>Section .001</u> 21/34 (62%) pass rate of target 13 failed <u>Section .002</u> 22/34 (65%) pass rate of target 12 failed <u>Section .006</u> 30/32 (94%) pass rate of target 2 failed 38/41 (93%) pass rate of target 3 failed</p> <p>Dual Credit: Karnes City ECHS: 25/32 passed (78%) pass rate of target</p>		
--	--	---	--	--

		<p>7 failed 5 made no attempt</p> <p>Hebbronville ECHS: 52/52 (100%) pass rate of target</p> <p>Dual Credit Internet: Academy SDECHS: 32/34 (94%) pass rate of target 0 failed 2 dropped</p> <p>HMK: 73/78 passed (94%) pass rate of target 5 failed</p>		
--	--	--	--	--

2017 Assessment
(Academic Instructional Area)

Date: 4/4/2017 **Assessment Period (semester and year):** Spring 2017

Course rubric (example: ENGL 1301): BIOL1322

Lead Instructor overseeing Course Assessment for all sites and all modalities: Xiaoli Ma

Instructor Teaching Course: Xiaoli Ma (INT), Xiaoli Ma (F2F Pleasanton), Ronika Williams (F2F Alice), Lisa Hanson and Joel Lopez (F2F Bee), Richard Cowart (F2F, Kingsville)

Mode of Delivery (F2F, INT, DL): INT, F2F

Site course is associated with (If Dual-Enrollment, list specific school - EX. San Diego ISD): Alice, Bee, Kingsville, Pleasanton.

Core Objective to be measured (from map provided, select at least one Core Objective): Team work skills

Associated Course Outcome selected from master course syllabus: Apply nutritional knowledge to develop cooperative learning and teamwork skills.

<u>Course, Assessment Period & Site:</u>	<u>Course:</u> BIOL1322 <u>Assessment period:</u> Spring 2017 <u>Site & Modality:</u> Alice, Bee, Kingsville, Pleasanton.														
<u>Lead Faculty Mentor & Instructor of Record:</u>	<u>Lead Faculty Mentor:</u> Xiao li Ma (INT, F2F) <u>Instructors of Record:</u> Xiao li Ma (INT), Xiao li Ma (F2F Pleasanton), Ronika Williams (F2F Alice), Lisa Hanson and Joel Lopez (F2F Bee), Richard Cowart (F2F, Kingsville)														
<u>Column #1:</u> Student Learning Outcome (SLO)	<u>Student learning Outcome:</u> Students will improve the ability in achieving a shared purpose or goal through designing, developing, and marketing nutrition products.														
<u>Column #2:</u> Means of Assessment & Criteria for Success (Grading Rubric Must be Attached)	<u>Means of Assessment:</u> A rubric will be used to measure student comprehension in each of the following evaluative categories: designing, developing, and marketing the Buyer Beware products including the target audience, slogan, and ppt presentation to advertise the products to generate profit. <u>Criteria for Success:</u> 75% of students will earn a 2 or above (on a 3 point rubric) in each of the following evaluative categories: designing, developing, and marketing the Buyer Beware products including the target audience, slogan, and ppt presentation to advertise the products to generate profit. <u>Grading Rubric is Attached.</u>														
<u>Column #3:</u> Data Summary & Disaggregated Data	<u>Data Summary:</u> For all sites and modalities, 120 of 166 (72%) of students earned a 2 or better in all categories and met the goal. <u>Disaggregated Data:</u> <table><tr><th colspan="4">NON DUAL-ENROLLMENT</th></tr><tr><th><u>SITES</u></th><th><u>F2F</u></th><th><u>DIST.</u></th><th><u>INT.</u></th></tr><tr><td><u>Bee</u></td><td>71 of 96 (74%) met goal.</td><td colspan="2" rowspan="2"></td></tr><tr><td><u>Alice</u></td><td>29 of 40 Students (73%) met goal.</td></tr></table>	NON DUAL-ENROLLMENT				<u>SITES</u>	<u>F2F</u>	<u>DIST.</u>	<u>INT.</u>	<u>Bee</u>	71 of 96 (74%) met goal.			<u>Alice</u>	29 of 40 Students (73%) met goal.
NON DUAL-ENROLLMENT															
<u>SITES</u>	<u>F2F</u>	<u>DIST.</u>	<u>INT.</u>												
<u>Bee</u>	71 of 96 (74%) met goal.														
<u>Alice</u>	29 of 40 Students (73%) met goal.														

Buyer Beware Grading Rubric

Group:

Team Members:

Product:

Criteria	Excellent (5)	Good (4)	Average (3)	Poor (2 -0)	SCORE
<u>Product Design Sheet</u>	Complete, shows a high degree of originality, very well developed and presented.	Complete, shows a good degree of originality, well developed and presented.	Complete, shows a fair degree of originality, moderate degree of development and presentation.	Incomplete, shows little originality, poorly developed and presented.	
<u>Product Development</u>	Excellent product development. Very clean lines, bold colors. Very original concept.	Good product development. Clean lines, good colors. Original concept.	Fair product development. Fairly clean lines, fair color scheme, somewhat original.	Poor product design. Poor presentation. Poor overall product quality.	
<u>Marketing Plan</u>	Well-developed marketing plan with a well-defined target audience. Well-developed slogan and structure/function claims.	Good marketing plan with a defined target audience. Good slogan and structure/function claims.	Acceptable marketing plan with a somewhat defined target audience. Fair slogan and structure/function claims.	Inaccurate, poorly defined marketing plan. Poorly-developed slogan and structure/function claims.	
<u>Presentation (sales pitch)</u>	High degree of originality, very well developed and presented. All team members involved.	Good degree of originality, well developed and presented, all team members involved	Fair degree of originality, fair degree of development and presentation, all team members involved	Poor product development and presentation. Poor overall team participation.	
				Rubric Score	

* FINAL SCORE: _____

* FINAL SCORE determined as follows: Rubric score multiplied by a factor of 5.

	<u>Kingsville</u>	11 of 21 Students (52%) met goal.																		
	<u>Pleasanton</u>	9 of 9 students (100%) met goal.																		
	<u>All Sites</u>	120 of 166(72%) met goal.	No Dist. Course	51 of 73 (70%) met goal.																
<table><tr><th colspan="4"><u>DUAL-ENROLLMENT N/A</u></th></tr><tr><th><u>SITES</u></th><th><u>F2F</u></th><th><u>DIST.</u></th><th><u>INT.</u></th></tr><tr><td colspan="4"><u>Non-Dual Enrollment Narrative:</u> In F2F courses the goal was not met except in Pleasanton (small sample size?). Internet students did not meet the goal. Overall, the goal was not met.</td></tr><tr><td colspan="4"><u>Dual Enrollment Narrative:</u> Not taught to DE students during this assessment period.</td></tr></table>					<u>DUAL-ENROLLMENT N/A</u>				<u>SITES</u>	<u>F2F</u>	<u>DIST.</u>	<u>INT.</u>	<u>Non-Dual Enrollment Narrative:</u> In F2F courses the goal was not met except in Pleasanton (small sample size?). Internet students did not meet the goal. Overall, the goal was not met.				<u>Dual Enrollment Narrative:</u> Not taught to DE students during this assessment period.			
<u>DUAL-ENROLLMENT N/A</u>																				
<u>SITES</u>	<u>F2F</u>	<u>DIST.</u>	<u>INT.</u>																	
<u>Non-Dual Enrollment Narrative:</u> In F2F courses the goal was not met except in Pleasanton (small sample size?). Internet students did not meet the goal. Overall, the goal was not met.																				
<u>Dual Enrollment Narrative:</u> Not taught to DE students during this assessment period.																				
<u>Column #4:</u> Results	<u>Results:</u> <u>Non-Dual Enrollment Narrative:</u> Students did well in the product design and development with the majority passing (83%). However only 67% of students used suitable words on marketing and presenting their products without misleading the customers. <u>Dual Enrollment Narrative:</u> N/A Clearly, students are struggling with the marketing and presenting sections of this SLO and need more support in this area.																			
<u>Column #5:</u> Use of Results Program Improvement Budget Implications	<u>Use of Results:</u> Overall this SLO was not met or the regular students had problems meeting the goal. The grading rubric revealed that the marketing and presenting sections were not being mastered clearly and the edition will be needed in this area. This SLO will be re-assessed in Spring 2018. <u>Improvements:</u> Students will be suggested that they may go to the grocery stores to look at the packs of “Junk Food” so that they could learn to use the language strategy or to learn how to get customers’ attention without causing the “lawsuit” of misleading on the advertisement of their products. <u>Budget Implications:</u> There is no increased cost associated with this program improvement.																			

2017 Assessment Template
(Academic Instructional Area)

Date: 4/06/2017 **Assessment Period (semester and year):** Spring 2017

Course rubric (example: ENGL 1301): ECON 2302

Lead Instructor overseeing Course Assessment for all sites and all modalities: George Guidry

Instructor Teaching Course: George Guidry

Mode of Delivery (F2F, INT, DL): DL

Site course is associated with (If Dual-Enrollment, list specific school - EX. San Diego ISD): Beeville, Alice, Kingsville

Core Objective to be measured (from map provided, select at least one Core Objective):
Communication

Associated Course Outcome selected from master course syllabus: #6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.

<u>Course, Assessment Period & Site:</u>	<u>Course:</u> ECON 2302 <u>Assessment period:</u> Spring 2017 <u>Site & Modality:</u> DL Beeville, Alice, Kingsville																								
<u>Lead Faculty Mentor & Instructor of Record:</u>	<u>Lead Faculty Mentor:</u> George Guidry (DL) <u>Instructors of Record:</u> George Guidry (DL)																								
<u>Column #1:</u> Student Learning Outcome (SLO)	<u>Student learning Outcome:</u> In response to a short answer/essay question, students will compare and contrast the characteristics of purely competitive and monopolistically competitive markets.																								
<u>Column #2:</u> Means of Assessment & Criteria for Success (Grading Rubric Must be Attached)	<u>Means of Assessment:</u> A rubric will be used to measure student comprehension in each of the following categories: comparisons (similarities); Contrasts (differences); and grammar and English language skills. <u>Criteria for Success:</u> 75% of students will earn a 7 points or more (on a 10 point rubric). <u>Grading Rubric is Attached.</u>																								
<u>Column #3:</u> Data Summary & Disaggregated Data	<u>Data Summary:</u> For all sites and modalities, 3 of 9 (33%) earned at least 7 of the possible 10 points and met goal. <u>Disaggregated Data:</u> <table><tr><th colspan="4">NON DUAL-ENROLLMENT</th></tr><tr><th><u>SITES</u></th><th><u>F2F</u></th><th><u>DIST.</u></th><th><u>INT.</u></th></tr><tr><td><u>Beeville</u></td><td></td><td>3 of 7 (43%) met goal</td><td></td></tr><tr><td><u>Alice</u></td><td></td><td>0 of 1 (0%) met goal</td><td></td></tr><tr><td><u>Kingsville</u></td><td></td><td>0 of 1 (0%) met goal</td><td></td></tr><tr><td><u>All Sites</u></td><td>No F2F Course</td><td>3 of 9 (33%) met goal</td><td>No INT Course</td></tr></table>	NON DUAL-ENROLLMENT				<u>SITES</u>	<u>F2F</u>	<u>DIST.</u>	<u>INT.</u>	<u>Beeville</u>		3 of 7 (43%) met goal		<u>Alice</u>		0 of 1 (0%) met goal		<u>Kingsville</u>		0 of 1 (0%) met goal		<u>All Sites</u>	No F2F Course	3 of 9 (33%) met goal	No INT Course
NON DUAL-ENROLLMENT																									
<u>SITES</u>	<u>F2F</u>	<u>DIST.</u>	<u>INT.</u>																						
<u>Beeville</u>		3 of 7 (43%) met goal																							
<u>Alice</u>		0 of 1 (0%) met goal																							
<u>Kingsville</u>		0 of 1 (0%) met goal																							
<u>All Sites</u>	No F2F Course	3 of 9 (33%) met goal	No INT Course																						

	DUAL-ENROLLMENT			
	SITES	F2F	DIST.	INT.
	All Sites	No F2F Course	No Dist. Course	No Dist. Course
	<p><u>Non-Dual Enrollment Narrative:</u> In DL course, the goal was not met overall nor was it met at any one of the individual campuses (Beeville, Alice, or Kingsville).</p> <p><u>Dual Enrollment Narrative:</u> There were no Dual Enrollment students in ECON 2302.</p>			
Column #4: Results	<p>Results:</p> <p><u>Non-Dual Enrollment Narrative:</u> In reviewing the results, the majority of students struggled with virtually all aspects of answering the question.</p> <p><u>Dual Enrollment Narrative:</u> There were no Dual Enrollment students in ECON 2302</p>			
Column #5: Use of Results Program Improvement Budget Implications	<p>Use of Results:</p> <p>Overall this SLO was not met and students at all locations had problems meeting the goal. Analysis of the results revealed two primary problems: students identified very few of the similarities and differences between market types (inadequate response) and/or confused monopolistic competition and monopoly thus comparing and contrasting (in whole or in part) the wrong market types.</p> <p>Corrective action: Reword the exam question, create an improved rubric, and create a supplemental resource on characteristics of the 4 market types.</p> <p>Improvements:</p> <ol style="list-style-type: none"> 1. Reword the exam question to require a specific number of similarities (compare) and a specific number of differences (contrast) so students will have a better idea of exactly how much information they must provide. 2. Create an improved rubric that is more specific than the current rubric and make the rubric available to students before the exam so they are clear on exactly what is required and how the grade for the question will be graded. 3. Create a comprehensive comparison chart that includes all of the various market characteristics for pure competition, monopolistic competition, monopoly, and oligopoly. This chart will be presented in class and a copy will be included as a supplemental resource in the appropriate Blackboard subfolder(s). <p>Budget Implications:</p> <p>There is no increased cost associated with this program improvement.</p>			

Assessment Question and Rubric

Question:

Short Answer/Essay (10 points on exam)

Compare and contrast the basic characteristics of purely competitive and monopolistically competitive markets.

Rubric:

Category	0 points	1 Point	2 Points	3 Points	4 Points	Total
Comparison (similarities)	Does not identify any similarities	Identifies but does not explain few of the basic similarities	Identifies but only partially explains few of the basic similarities	Identifies but does not fully explain the basic similarities	Identifies and fully explains the basic similarities	
Contrast (differences)	Does not identify any differences	Identifies but does not explain few of the basic differences	Identifies but only partially explains few of the basic differences	Identifies but does not fully explain the basic differences	Identifies and explains the basic differences	
Grammar Language Organization	Grammar, language, and organization renders response unreadable and difficult to understand	Noticeable errors in grammar, language, and organization but still comprehensible	No noticeable errors in grammar, language, and organization. Easy to read and comprehend.	N/A	N/A	

Total Points Earned: _____

Instructional Assessment
(Academic Instructional Area)

<u>Course Information Matrix</u>	
Course Rubric (ex. ENGL 1301):	PSYC2301
Assessment Period (Semester and Year):	SPRING 2017
Dual-Enrollment Course (If yes, indicate ISDs):	
Instructional Site & Modality (INT, DL, F2F):	INT, DL, F2F
Lead Instructor (Mentor):	KELLY REA, LAVINIA ISASSI, L. DILLON, REBECCA LOPEZ (Data requested and not submitted)
Instructor of Record:	

Instructional Assessment Template

<p style="text-align: center;"><u>STEP #1</u></p> <p>Core Objective & Associated Course Outcome</p>	<p style="text-align: center;"><u>Core Objective (refer to matrix provided):</u></p> <p>Empirical and Quantitative Reasoning</p> <p style="text-align: center;"><u>Course Outcome (refer to master syllabus):</u></p> <p>Identify various research methods and their characteristics used in the scientific study of psychology.</p>
<p style="text-align: center;"><u>STEP #2</u></p> <p>Student Learning Outcome (SLO)</p>	<p style="text-align: center;"><u>Student learning Outcome:</u></p> <p>Students will be able to demonstrate an understanding of the basic steps of the scientific method.</p>
<p style="text-align: center;"><u>STEP #3</u></p> <p>Means of Assessment & Criteria for Success</p> <p>(Grading Rubric Must be Attached)</p>	<p style="text-align: center;"><u>Means of Assessment:</u></p> <p>A rubric will be used to determine if students can correctly list and explain the basic steps of the scientific method.</p> <p style="text-align: center;"><u>Criteria for Success:</u></p> <p>75% of students will score 80 or better on grading rubric.</p>
<p style="text-align: center;"><u>STEP #4</u></p> <p>Data Summary & Disaggregated Data</p>	<p style="text-align: center;"><u>Data Summary:</u></p> <p>For all sites and modalities, 185/227 (81%) of students earned 80 or better on the grading rubric.</p> <p style="text-align: center;"><u>Disaggregated Data:</u></p> <p>F2F Bee 35/42=83% Alice 9/19=47% Kingsville 7/7=100% Total 51/68=75%</p> <p>Dual Enrollment Academy HS 5/6=83% Presb. Pan Am 1/5=20% Total 6/11=55%</p> <p>Internet 128/148=86%</p> <p>DL</p>

	Data is not available because the adjunct instructor did not provide IE data.
Results <u>STEP #5</u>	<u>Results:</u> Non-Dual Enrollment Narrative: In reviewing the data, students were able to identify and explain some of the steps of the scientific method, but were not able to explain the entire process. However, they did meet the criteria of success. (75%) Dual Enrollment Narrative: The dual enrollment students clearly struggled with the scientific method steps and need more support in this area. Additionally, this was a very low sample of students. (55%)
Use of Results Program Improvement Budget Implications <u>STEP #6</u>	<u>Use of Results:</u> Non-Dual Enrollment and Internet met this SLO with 75% or better, however the Dual Enrollment population did not meet the SLO. There was a small population of DE students and this may have impacted the results. After review of the rubrics students identified some steps of research, but were not complete in their responses particularly the explanation of the steps. <u>Improvements:</u> During discussion of the scientific method, students will be called upon randomly to identify and explain the steps. This will help students learn the information and they will know it on a deeper level so as to be able to answer correctly on an assignment/exam. The instructor will assist the students during classroom discussion in providing full explanation of the steps. <u>Budget Implications:</u> There is no increased cost associated with this program improvement.

PSYC2301
Empirical and Quantitative Reasoning

List and explain the steps of the scientific method.

Answer:

1. Formulate a testable hypothesis. Explanation: hypothesis, variables, operational definition
2. Design the study and collect the data. Explanation: descriptive or experimental
3. Analyze the data and draw conclusions. Explanation: analyzing data, stats, statistically significant
4. Report the findings. Explanation: replication, conferences, publication

Grading Rubric

Number of Steps Listed	0 (0 pts.)	1 (12 pts.)	2 (24 pts.)	3 (37 pts.)	4 (50 pts.)
Number of Steps Explained	0 (0 pts.)	1 (12 pts.)	2 (24 pts.)	3 (37 pts.)	4 (50 pts.)